DOCUMENT RESUME

ED 102 168 TM 004 070

AUTHOR	deWolf, Virginia A.
TITLE	Washington Pre-College Test Norms for University of Washington Freshmen Entering Autumn 1973. Project No. 277.
INSTITUTION	Washington Univ., Seattle. Educational Assessment Center.
REPORT NO	AEC-277
PUB DATE	Sep 74
NOTE	9p.
EDRS PRICE	MF-$0.76 HC-$1.58 PLUS POSTAGE
DESCRIPTORS	*College Freshmen; *Comparative Analysis; *Grade Point Average; Higher Education; *Norms; Scores; Sex Differences; Statistics; Tables (Data); *Test Results
IDENTIFIERS	*Washington Precollege Test

ABSTRACT

This report presents Washington Pre-College test norms for the 1973 entering freshman class. Percentile charts for male, female, and total groups are given. A table of the 75th, 50th, and 25th percentile scores over the past four years for the three groups is included. Another table presents means and standard deviations for the grade point averages of the seven high school areas and for the twelve Pre-College results over the same period. In contrast to the previous year's norms, there is a slight decrease in English Usage and a notable increase in the Mechanical Reasoning median scores for both sexes. (Author)

Educational Assessment Center

University of Washington

September 1974

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY.

SCOPE OF INTEREST NOTICE
The ERIC Facility has assigned this document for processing to
In our judgment, this document is also of interest to the clearinghouses noted to the right. Indexing may should reflect their special points of view.

BEST COPY AVAILABLE

Washington Pre-College Test Norms for University of Washington Freshmen Entering Autumn 1973

Virginia A. de Wolf

ED102168

This report presents Washington Pre-College test norms for the 1973 entering freshman class. Percentile charts for male, female, and total groups are given. A table of the 75th, 50th, and 25th percentile scores over the past four years for the three groups is included. Another table presents means and standard deviations for the grade point averages of the seven high school areas and for the twelve Pre-College results over the same period. In contrast to the previous year's norms, there is a slight decrease in English Usage and a notable increase in the Mechanical Reasoning median scores for both sexes.

Educational Assessment Center Project: 277

TM 004 020

BEST COPY AVAILABLE

Washington Pre-College Test Norms for University of Washington Freshmen Entering Autumn 1975

Virginia A. de Wolf

BEST COPY AVAILABLE

The Washington Pre-College (WPC) Test scores and high school grade point averages (GPAs) for freshmen entering the University of Washington in Autumn Quarter, 1975, are presented in this report. Tables 1 and 2 present useful summarizations of WPC data over the past four years for the three groups of freshman students--male, female, and total: means and standard deviations (SDs) in Table 1; and 75th, 50th, and 25th percentile norms in Table 2. Percentile charts for the male, female, and total freshmen groups entering in Autumn 1975 comprise Tables 3, 4, and 5 respectively.

The WPC testing program describes high school coursework in seven areas: overall, English, foreign languages, social sciences, mathematics, natural sciences, and elective courses. For the percentile charts, Tables 3-5, area GPAs are rounded off to the nearest tenth and then entered into the chart, decimal points being omitted. The WPC battery contains ten tests and two composite scores--the Verbal Composite and the Quantitative Composite. The Verbal Composite score is a linear combination of the English Usage, Spelling, Reading Comprehension, and Vocabulary scores, and the Quantitative Composite of the Applied Mathematics, Quantitative Skills, and Mathematics Achievement scores. All of the test results are reported in standard score form so that the mean for each test is 50 and the SD is 10. When examining the enclosed tables, the reader should remember that these standard scores are based upon the entire group of Washington State high school juniors who took the WPC Short Form B battery in spring of 1971.

Additions to this annual report of WPC norms are Tables 1 and 2. In the first table means and SDs over the past four years for all WPC test and composite scores, plus the seven high school area GPAs, are included. These data were made available by a WPC program. All area GPAs for both sexes have increased over last year's figures.

BEST COPY AVAILABLE

Table 2 contains the ten WTC test scores and ten composite scores of the entering freshmen over the past four years at the 75th, 50th, and 25th percentiles. A comparison of the WTC median scores with last year's yields the following observations. For both male and female freshmen, the median English Usage scores have decreased and the median Mechanical Reasoning scores have notably increased over the past year. Median scores for the males in the WTC Quantitative Skills and Mathematics Achievement tests increased slightly. A large drop in the median Reading Speed score and a slight drop in the median Verbal Composite score are the only other changes in the female students' median scores. In all of the quantitative areas, the freshmen males' percentile scores greatly exceed the corresponding scores of the females.

The percentile charts, Tables 3-5, are again presented for the use of freshmen advisors and counselors. By plotting a student's WTC results against the norms for his/her entering class, a comparative profile can be developed. This profile can aid in guiding a student in his/her academic program. For an illustrative example in plotting such a profile, see de Wolf, 1974.

References

de Wolf, V. Washington Pre-College test norms for University of Washington freshmen entering autumn 1973. Seattle: Educational Assessment Center, University of Washington, 1974. (Duplicated report)

Table 1

Means and Standard Deviations of the Seven High School GPA Areas, the Two Tests and Th[illegible] Composites as Reported by NYC Data Retrieval for Freshmen Entering the U of W Autumn Quarters, 1970-1972

	HS GPA's							NYC Scores*											
	Comp	Engl	Fgn Lang	Soc Sci	Hists	Math	Nat Sci	VOC	EC	ST	QC	NC	VC	CE	AA	MC	CC	SS	GR
MALES																			
70 Means	3.01	3.10	3.00	3.01	3.00	3.08	3.10	13.2	14.7	14.9	10.4	14.2	12.6	10.6	16.7	17.5	15.1	11.8	16.1
S.D.	.48	.34	.73	.59	.63	.67	.60	4.3	3.1	10.1	3.4	4.1	3.7	10.1	4.4	3.1	3.1	4.4	10.5
71 Means	3.11	3.13	3.05	3.06	3.01	3.10	3.15	13.3	14.1	14.2	10.9	13.1	12.7	10.1	16.1	16.3	15.2	11.3	16.1
S.D.	.47	.34	.77	.59	.13	.67	.58	4.1	3.9	9.4	3.8	4.1	3.1	10.0	10.1	4.3	3.1	4.4	10.1
72 Means	3.10	3.14	3.00	3.01	3.05	3.10	3.16	13.3	13.2	13.1	10.0	14.1	13.3	11.2	17.1	17.5	14.1	11.4	16.4
S.D.	.73	.34	.71	.15	.11	.63	.60	4.3	3.4	10.0	10.0	3.9	3.4	3.1	10.1	3.4	3.1	4.1	10.1
73 Means	3.03	3.13	3.12	3.14	2.98	3.13	3.11	14.4	13.4	13.0	14.0	14.9	13.1	10.8	17.1	17.1	17.1	11.1	16.4
S.D.	.51	.33	.70	.57	.75	.67	.57	4.1	4.1	10.1	10.1	10.1	4.1	3.0	10.1	4.1	3.1	3.1	10.1
FEMALES																			
70 Means	3.28	3.34	3.21	3.30	3.30	3.03	3.01	14.2	14.2	14.1	10.0	13.2	14.9	13.9	10.1	11.0	11.0	13.7	11.1
S.D.	.61	.50	.61	.58	.51	.63	.56	3.6	3.0	9.3	3.3	3.7	3.3	9.7	9.2	7.1	7.7	9.1	9.4
71 Means	3.36	3.3[illegible]	3.30	3.29	3.36	3.06	3.01	13.3	13.3	13.1	10.1	13.3	13.4	13.6	10.0	10.1	11.3	13.7	10.1
S.D.	.60	.54	.63	.60	.75	.59	.54	3.3	3.0	9.2	3.1	3.3	3.3	9.7	10.1	6.1	7.1	9.1	9.3
72 Means	3.33	3.42	3.34	3.37	3.37	3.17	3.10	14.3	13.6	13.8	10.1	13.1	13.7	10.1	10.0	10.3	11.0	13.1	10.1
S.D.	.63	.58	.80	.57	.73	.69	.60	13.3	3.0	10.1	3.0	3.1	3.1	9.0	9.1	6.0	6.1	9.1	9.1
73 Means	3.31	3.41	3.31	3.32	3.36	3.13	3.11	14.4	13.6	13.1	13.4	13.7	13.2	13.3	13.0	13.6	11.7	13.0	13.1
S.D.	.54	.56	.72	.73	.71	.72	.56	3.1	3.1	10.1	3.1	3.2	3.1	9.1	9.1	6.1	6.1	9.1	9.1
TOTALS																			
70 Means	3.20	3.21	3.13	3.16	3.11	3.10	3.17	14.2	13.9	13.0	13.7	14.3	13.7	13.4	13.3	14.6	16.1	13.2	13.1
S.D.	.58	.33	.76	.61	.73	.62	.13	3.8	3.0	9.1	3.1	3.8	3.0	10.4	9.1	7.1	3.1	9.1	10.4
71 Means	3.23	3.25	3.16	3.17	3.07	3.11	3.16	13.1	13.1	13.1	13.1	13.4	13.5	13.0	13.1	13.3	13.1	13.1	13.4
S.D.	.56	.33	.74	.63	.73	.68	.14	3.3	3.0	9.4	3.0	3.3	3.1	10.1	10.1	7.1	3.1	9.1	11.0
72 Means	3.24	3.23	3.17	3.19	3.19	3.15	3.17	13.1	13.4	13.1	13.1	13.3	13.3	13.1	13.1	13.3	13.1	13.1	13.4
S.D.	.56	.33	.77	.59	.13	.63	.59	3.3	3.0	9.3	3.0	3.3	3.1	10.1	10.1	7.1	3.1	9.1	11.0
73 Means	3.24	3.31	3.21	3.24	3.23	3.13	3.18	13.1	13.4	13.2	13.7	13.8	13.1	13.1	13.1	13.4	13.1	13.2	13.3
S.D.	.53	.33	.73	.61	.73	.63	.58	3.3	3.2	10.1	3.1	3.3	3.1	10.1	10.1	7.1	3.1	9.1	10.1

*Means (X) abbreviations represent the NYC tests and composite averages. They are ordered in the same sequence as in Table 1: VOC = Vocabulary, EC = English Usage, etc.

Table 2

[illegible]

[illegible]

[illegible]													
[illegible]													

[illegible]

[illegible]

The symbol [illegible] in the left indicates the approximate amount of data available where high values are [illegible] [illegible] have been shown in the body of the table. Publications for the estimates presented are [illegible] [illegible] ing as of [illegible].

[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]

[illegible]

The estimates are as [illegible] the approximate percent of [illegible] Certificate of [illegible] [illegible] [illegible]

[illegible]